

Kentucky Literacy Link

A Publication of the Kentucky Department of Education (KDE)

Inside this issue:

Spotlight: Marion County's Leadership Now	2
First Lady Announces 2014 Winter Reading List	2
Professional Growth and Effectiveness System News	3
Letters About Literature Essay Contest Promotes Creativity	3
IRA Inspire: Reaching Learners at All Levels	4
2015 Annual Law Day Art Contest	4
Edviation Strategy: Teaching Central Ideas	5
Upcoming Literacy Events Around Kentucky	5
Contact Information and Additional Resources	6

Volume 5, Issue 5

January 2015

Be Grateful for Whatever Comes



Mikkaka "MK" Overstreet is a KDE literacy consultant and the editor of this publication. Contact her at mik-kaka.overstreet@education.ky.gov.

Beloved readers, I do not believe that you would enjoy reading excerpts from my developing dissertation. Sadly, however, it is sapping every ounce of my ability to generate novel ideas. Thus, I have decided to share with you the words of others as we embark on a new year full of hope, possibility, opportunity and responsibility. Happy 2015!

—MK

The Guest House

This being human is a guest house.
Every morning a new arrival.

A joy, a depression, a meanness,
some momentary awareness

comes
as an unexpected visitor.

Welcome and entertain them all!
Even if they are a crowd of sorrows,
who violently sweep your house
empty of its furniture,
still, treat each guest honorably.
He may be clearing you out
for some new delight.

The dark thought, the shame, the
malice,
meet them at the door laughing
and invite them in.

Be grateful for whatever comes.
because each has been sent
as a guide from beyond.

—Jelaluddin Rumi,
(translation by Coleman Barks)

"Hope" is the Thing with Feathers

"Hope" is the thing with feathers -
That perches in the soul -
And sings the tune without the
words -
And never stops - at all -

And sweetest - in the Gale - is
heard -
And sore must be the storm -
That could abash the little Bird
That kept so many warm -

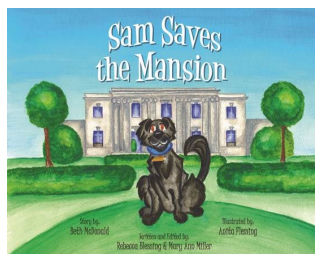
I've heard it in the chilliest land -
And on the strangest Sea -
Yet - never - in Extremity,
It asked a crumb - of me.

—Emily Dickinson

Kentucky Department of Education Updates

KDE Staffers Publish Children's Book

Sam Saves the Mansion, written and edited by KDE's Becky Blessing and Mary Ann Miller with illustrations by Anita Fleming and back cover photography by Amy Wal-lot, combines First Lady Jane Beshear's love for animals and her passion for historic preservation in a delightful and informative story of Sam and Tory, two of her dogs. The First Lady, a former teacher, requested the book be produced as an educational resource for young Kentuckians in celebration of the centennial of the Kentucky Governor's Mansion in 2014. It was made possible through support from the Kentucky Executive Mansion Foundation Inc. While the book is currently not for sale, one complimentary copy is being



sent to every elementary school
and public library in the state.

Administrators, Teachers and Counselors Encouraged to Attend ILP Trainings

District and school administrators, classroom teachers and school counselors are encouraged to attend one of the free Individual Learning Plan (ILP) trainings that are being offered across Kentucky in January and early February to learn how the ILP can support

college/career-readiness of stu-dents.

The ILP is an online tool designed to help 6th– through 12th-grade students explore career and edu-cation opportunities, set career and life goals, research scholar-ships, build resumes and more.

This hands-on training will provide time for small groups to discuss how the ILP can be incorporated throughout the school and to brainstorm ideas on how to in-crease student use of the ILP out-side of school. Updates and chang-es to the ILP also will be intro-duced. For more information, training dates and to register, please visit [the Career Cruising website](#). Contact [Jennifer Smith](#) with any questions.



Spotlight: Marion County's *Leadership Now*

This article was adapted from a presentation created by Marion County superintendent [Taylora Schlosser](#) and instructional supervisor [Tammy Newcome](#).

Marion County Public Schools is in its second year of offering a leadership development cohort, *Leadership Now*, designed to recruit, train, support, and retain high quality leaders who will increase student achievement. Ten applicants were selected each year to participate in the cohort. Participants committed to five monthly meetings beginning in December, a board recognition, and strategic planning retreat participation. Substitutes are provided so that participants can attend the meetings and shadow principals and assistant principals or central office administrators.

Monthly meetings focus on John Maxwell's *The 21 Irrefutable Laws of Leadership*. During the first meeting, the cohort was introduced to the text and had their first shadowing experience, complete with time to reflect and discuss the reading and experience. Guest speakers superintendent Taylora Schlosser and Kentucky Board of Education chair and former superintendent Roger Marcum set the tone, speaking about high expectations, visioning and culture/climate.

Meeting two continued through the Maxwell text and provided participants another chance to shadow and reflect. The team



focused on "big rocks" – a way of thinking about prioritization of duties and responsibilities. The cohort also examined student work and spent time examining special education data.

Meetings three through five followed the text discussion and shadowing/reflection model, with topics including budgeting, communication, personnel and legal issues. Members also presented during the meetings, covering topics from their own study of Maxwell's laws.

Participants praised the experience, saying:

"I thoroughly enjoyed the *Leadership Now* experience. The book study, guest speakers, and shadowing were very valuable opportunities. Reading *The 21 Irrefutable Laws of Leadership* was so powerful in allowing me to reflect on my leadership style and how I

needed to grow and change as a leader ... Spending time shadowing principals throughout the district was a very eye-opening experience that allowed me to gain a new perspective on situations that occur within our schools. As a high school teacher, my time spent shadowing the middle school principals helped prepare me as an instructional coach."

-Haley Evans, secondary mathematics instructional coach

"*Leadership Now* is a wonderful opportunity to grow as a leader in your home district. I so much appreciated the

chance to meet with district leaders to gain knowledge and insight as a prospective leader. The experiences of participating in a book study, having meetings with guest speakers who are experts in their fields, shadowing principals at our local schools, networking with other teacher-leaders in the district and building a closer relationship with central office personnel have been instrumental in helping me develop both personally and professionally. In fact, all of the *Leadership Now* events I participated in were influential in preparing me for the next stage of leadership in my career. It was while I was involved in this endeavor that I was promoted to school principal. I would highly recommend this program to any school district or organization that value 'growing your best people from within.'"

-Paula Walston, West Marion Elementary School Principal



(*Sam Saves the Mansion* did not come out in time to make the list).

"Winter's dreary weather provides a perfect opportunity for children to discover new lessons and adventures through reading," Mrs. Beshear said.

"Students who enjoy reading are more like-

First Lady Announces 2014 Winter Reading List

In an effort to increase youth readership, First Lady Jane Beshear recently announced her Top 10 Winter Reads as part of the First Lady's Reading Recommendations Initiative.

ly to be engaged in the classroom, resulting in higher retention rates, positive test scores and an increased desire to pursue postsecondary education. Whether it is a selection from this list, or one of your personal favorites, give the gift of literature this season to a young reader in your life."

The books included on Mrs. Beshear's Winter Reading List are:

- *No Two Alike* by Keith Baker (ages infant-5)
- *The Phantom Tollbooth* by Norton Juster (ages 9-12)
- *The Snow Queen* by Hans Christian Anderson (ages 4-8)
- *Shiver* by Maggie Steifvater (ages 13 and up)

- *Jack Jouett – Portrait of an American Hero* by Martha Jane Hutcherson (ages 8-12)
- *Girl on a Wire* by Gwenda Bond (ages 12 and up)
- *Bear Snores On* by Karma Wilson (ages infant-5)
- *I am Malala: How One Girl Stood Up for Education and Changed the World* (Young Readers Edition) by Malala Yousafzai (ages 10 and up)
- *Llama Llama Holiday Drama* by Anna Dewdney (ages 3-5)
- *My Penguin Osbert* by Elizabeth Cody Kimmel (ages 4-8)

Professional Growth and Effectiveness System News



The information below is reprinted from the December PGES Newsletter, which can be accessed in its entirety, along with all other PGES newsletters and additional resources, on the [PGES webpage](#).

New resources posted to the PGES webpages

- [CIITS/EDS Single Topic Webcast- Median Student Growth Percentiles archive](#)
- [CIITS/EDS Single Topic Webcast- Peer Observation archive](#)
- [Student Growth Percentile Report for Teachers Quick Start Guide](#)
- [Training Document-Teacher Student Growth Median](#)
- [Median Student Growth Percentile Webcast](#)
- [Observation Time-Saving Tip Video](#)

Observation time savers

There have been some concerns mentioned from the field around observations and the amount of time needed to conduct and document the observation in the EDS. Please consider these time-saving tips when completing the observation process:

- The principal may consider using email for the pre-observation conference.
- Scripting for the observation: Document only what is heard or observed. Focus on the highlights that are present and do not try to capture every word that is presented in the observation.
- Documenting evidence: There is no expectation that principals provide documentation for every single indicator. If evidence is not present, the prin-

cipal can select N/A and it WILL NOT negatively impact the performance rating. Scoring with numbers in EDS will be suppressed in the near future.

- Consider a focus on one area for the mini-observation. This may be an area identified in the teacher's Professional Growth Plan. During a mini-observation, a teacher may identify the specific time components that will be demonstrated for the 15- to 20-minute observation rather than always starting at the beginning of the lesson. Mini-observations should take no more than 30 minutes.
- If evaluators are scripting in Word, observers do not have to copy and paste all evidences to every component. Evaluators can reference the artifact and score the components. These observations are formative.
- The rating for the observation can be determined through discussion during the post-observation conference.

Consider scheduling observations and post-conferences ahead of time to protect the time.

Student Growth Goal time saver

Teachers can complete the [Think and Plan](#) document and upload it as an artifact to the Student Growth Goal tool in EDS instead of cutting and pasting from the document into each section of the EDS tool. For guidance on how to upload an artifact, please use this [Student Growth Goal Quick Reference Card](#).

Being critical consumers of information

related to PGES

With the statewide implementation of the PGES this school year, a number of materials and presenters are being offered to schools and districts from groups and individuals, often from outside the state. As with any resource or professional learning opportunity, the Kentucky Department of Education cautions educators and education partners to be critical consumers when deciding whether these materials and/or presenters provide accurate and aligned information. Just because something contains the letters "PGES" does not mean that it has been developed collaboratively with the Kentucky Department of Education (KDE), is supported by the department, or has been vetted with KDE. You are urged to ask questions, check credentials, and do your own research before committing time and resources to participate in such sessions or purchase materials.

What is the Instructional Transformation Grant Project?

The Instructional Transformation Grant Project is an opportunity for school districts in Kentucky to increase student achievement through professional learning that advances implementation of the Kentucky Core Academic Standards, deepens understanding of next generation assessment systems, aligns with Kentucky's Professional Growth and Effectiveness System, promotes and captures the contributions of teacher leaders in progressive ways. Through a Request for Applications (RFA) process, 18 districts have been selected to receive grant awards ranging from \$50,000 to \$100,000 to support the grant goals.

Letters About Literature Essay Contest Promotes Creativity

[Letters About Literature](#) (LAL) is a reading and writing contest for students in grades 4-12. Students are asked to read a book, poem or speech and write to that author (living or dead) about how the book affected them personally.

LAL teacher Daniel Weinstein writes, "When I blog about teaching reading, I mention how the Letters About Literature program is at the heart of my practice. This contest has helped me move away from teaching whole class books to encouraging independent reading. Instead of torturing students through reading, I'm inspiring a

love of reading by saying "What are you reading?" instead of "Read this now!" The contest is the lynchpin because it motivates them to write—and now I can teach all my writing lessons, put them through a revision process, etc." To learn more, visit Weinstein's [website](#).

Students in grades 4-12 are eligible to enter the Letters About Literature reading and writing contest. Each participating state center has its own panel of judges who select the top essayists in the state. State winners will receive a cash award and advance to the national-level judging. A panel of national judges

for the Center for the Book in the Library of Congress will select one national winner per competition level to receive a \$1,000 cash award.

Read previous national-winning entries [here](#). Read our state winners in the [May 2014](#) and [May 2013 Literacy Link](#). Click [here](#) for rules and guidelines. To access the LAL teacher's guide, click [here](#). Visit [KDE's LAL page](#) for more information.



IRA Inspire: Reaching Learners at All Levels



Since 1956, The International Reading Association (IRA) has been a nonprofit, global network of individuals and institutions committed to worldwide literacy. More than 56,000 members strong, the Association supports literacy professionals through a wide range of resources, advocacy efforts, volunteerism, and professional development activities.

The gap between gifted and struggling learners can often feel like a chasm, but reaching all levels of learners in the classroom is possible without feeling overwhelmed. This month, Inspire tipsters share their best teaching tips and methods that resonate with students of all abilities.

Many Routes to Success

A classroom of children at all learning levels can create an optimal learning environment. On the other hand, it can also be daunting for the teacher who doesn't embrace the experience. A "one-size-fits-all" curriculum and "one-size-fits-all" homework cannot be effective for all students.

Some educators think whole-group homework is easier to manage, both in terms of time and sanity. However, students can (and should) be given choices at their varying academic levels. As a kindergarten teacher, I have implemented this through word wall words and shared reading in my assigned homework.

Word wall words are introduced at a rate of nine to 14 words per nine weeks. They are typically words that cannot be decoded (though some can), and are most often found in emergent readers. Using verbal/linguistic, visual/spatial, bodily/kinesthetic

and musical modalities at different levels of learning encourages students to not only complete their homework, but also do more than required.

Shared reading from the week before is another guaranteed homework assignment each week. Each day we read and discuss a poem. When it is sent home for homework, the students have already had repeated exposure to the poem. Students are then provided with a choice board of activities to complete using this shared reading. These choices are provided using the [Revised Bloom's Taxonomy](#), and students at varying levels of success can choose the taxonomy levels appropriate for their success. As the year progresses, new choices are provided, but the best practice continues to be practice that elevates individual success.

The best way to bridge the gap between gifted and struggling learners is to give them many bridges to success. Allowing each student to thrive creates an atmosphere of acceptance, accomplishment, and achievement.

—Cathy Collier (@Wiseowlcathy)

MORE RESOURCES:

[Shared Reading Opportunities for Direct Literacy Instruction](#)
[Shared Poetry Reading: Teaching Print Concepts, Rhyme, and Vocabulary](#)

Blended Learning Builds Bridges Between Students

I hear it all the time: "I have these low students, but I have the super high students. How can I teach them both?" One of the

best things I have done this year has been to combine guided groups with blended learning. Yes, it takes more preparation time, but it is well worth it.

Students are grouped on the basis of assessment data. I create tiered stations, allowing the students to rotate through at their individual levels. Some students watch reteaching videos, while others do enrichment activities on the computer. Some students play reading games to work on skills, while other students create the games for others to play.

All my students are placed in novel groups on the basis of their reading level. In this approach, students read the same passage but have leveled questions to complete. I have found that this method not only instills confidence in all my students to become great readers, but also helps them realize that the high readers are not the only ones capable of reading a novel.

For whole-group learning, my students work in mixed-ability groups, allowing them to learn from one another.

By using these methods, I am able to reach and engage all my students and continue building their love of learning.

—Brandi Leggett

MORE RESOURCES:

[Key Questions for Design of a Blended Learning Tapestry](#)
[What Type of Literature Circle Grouping Works Best—Same Ability or Mixed Ability?](#)



2015 Annual Law Day Art Contest

The American Bar Association's Young Lawyers Division recently announced 2015 Law Day Art Contest. This annual contest provides a wonderful opportunity to learn about our legal system, justice, get creative and win prizes. The contest can be incorporated into a curriculum, offered as extra credit or just done for fun. Individual and group submissions are wel-

comed.

The 2015 Law Day theme is "Magna Carta: Symbol of Freedom Under Law." Perhaps more than any other document in human history, the Magna Carta has come to embody a simple but enduring truth: no one, no matter how powerful, is above the law. In the eight centuries that have elapsed since the Magna Carta was sealed in 1215, it has taken root as an interna-

tional symbol of the rule of law and as an inspiration for many basic rights Americans hold dear today, including due process, habeas corpus, trial by jury and the right to travel.

Students are allowed to submit an art piece that may be represented in two dimensions. Students are encouraged to use their creativity and create art pieces in any medium desired. The Law Day Contest is open to

students, student groups and classes attending a public or private high school or being home-schooled, within the United States and in grades 9-12 or the equivalent. The entry deadline is **March 31**.

For more information, official rules, and submission forms, please check out the American Bar Association [website](#).



Edivation Strategy: Teaching Central Ideas

PD 360 is now Edivation. All Kentucky teachers have access to Edivation through CIITS.

3rd Grade: Identifying Main Idea

In this segment, Kizzy Barbee, a 3rd grade teacher at Arlington Elementary in Shelby County, Tennessee, guides her students to use contextual evidence in identifying the main idea and supporting details of a science text. The lesson aligns with ELA standards RI.3.1 & 2. Student learning targets: Students will determine the main idea of a text and identify how supporting details aid in its development.

4th Grade: Main Ideas and Supporting Details: Water Striders

In this segment, Angie Todd, a 4th grade teacher at Donelson Elementary in Shelby County, Tennessee, guides her students in using contextual evidence to identify the main idea and supporting details of a science text. The lesson aligns with ELA standards RI.4.1 & 2. Student learning targets: The



students will read an informational text and determine the main idea and give supporting details. They will then summarize the text using those details.

7th Grade: Determining the Central Idea of a Text

In this segment, Julie Allgyer, a 7th grade teacher at Arlington Middle School in Shelby County, Tennessee, guides her students as they determine two central ideas of an informational text and craft an objective summary. The lesson aligns with ELA standard RI.7.2

11th Grade: Finding Central Ideas in a Non-Fiction Text

In this segment, Megan Johnston, an 11th grade ELA teacher at Collierville High School in Shelby County, Tennessee, engages students in the process of identifying and providing textual support for central themes in non-fiction text, *The Great Influenza*. The lesson aligns with ELA standard RI.11.2.

12th Grade: Identify Central Ideas in an Informational Essay

In this segment, Christy Reasons and her 12th grade ELA class at Germantown High School in Shelby County, Tennessee, engage with a complex informational text to determine two or more central ideas and deduce the author's intent. The lesson aligns with ELA standard RI.12.2. Student learning target: Students will find two or more central ideas in an essay by Ralph Waldo Emerson called "Society and Solitude," and analyze their development.



Upcoming Literacy Events Around Kentucky

2015 KCTE Conference

The 2015 Kentucky Council of Teachers of English (KCTE) Conference will be held on Feb. 27-28 at the Embassy Suites in Lexington. The conference theme is "Balancing Passion and Practice: Kentucky Teachers Leading the Way." Good teaching is as much about passion as it is about best practice. Now more than ever we are asked to evolve, to repurpose our practice to address new standards. We are asked to adapt to new evaluation systems and assessment measures. How do we adapt yet still follow the drive of our passion for learning? How do we build a culture of learning that balances passion and best practice? Join us as we learn how Kentucky teachers are leading the way in education. Click [here](#) to view the featured speaker flyer.

Bread Loaf Teacher Network (BLTN)

[BLTN](#) is a network of teachers educated at Bread Loaf and supported during the academic year by Bread Loaf staff and faculty. Its primary goal is to encourage year-round collaboration among Bread Loaf teachers, faculty, and their students on innovative online projects designed to promote cultur-

ally sensitive and transformative literacy. All Bread Loaf students, whether they come for just one summer in continuing graduate education or are working on an M.A. degree in English, are welcome and encouraged to join BLTN. Click [here](#) for details about the next BLTN meeting.

2015 National Reading Recovery and K-6 Literacy Conference

Teachers, reading specialists, school administrators, literacy coaches, pre-service educators and others who are interested in early literacy education are invited to attend the National Reading Recovery & K-6 Literacy Conference on Feb. 7-10 at the Greater Columbus Convention Center in Columbus, Ohio. More than 115 sessions led by nationally respected literacy experts are offered focusing on all aspects of K-6 literacy including comprehension, struggling readers, writing, building on students' strengths, Common Core State Standards, RTI, non-fiction, ELL, assessments, parental involvement, literacy coaching, Reading Recovery, children's literature, administration. The conference also includes featured speakers, pre-conference institutes and keynote speakers Mary Fried, Lucy Calkins and Joy Cowley. For more information, visit the [conference webpage](#).

2015 Let's TALK Conference

Planning is underway for the 2015 Let's TALK Conference to be held June 15-16 at the Crowne Plaza Hotel in Louisville. Visit the conference link to [download the flyer](#). Registration will open soon. Watch for a call for proposals and session strands, including the Professional Growth and Effectiveness System, standards implementation, closing achievement gaps, teacher leadership and National Board Certification.

Kentucky Historical Society Summer Teacher Workshop

This weeklong workshop, entitled *Torn Within, Threatened Without: Kentucky and the Border States in the Civil War*, will be June 21-27. The workshop's sessions will be conducted by leading scholars in the field who are experienced in working with educators. The 25 selected participants will receive an \$1100.00 stipend, a professional development certificate for hours completed, lunch provided on travel days, and a significant selection of educational materials. To apply send a current resume or c.v., a letter of recommendation from a principal or department chair and a one-page maximum statement of why you wish to participate and how you plan to use what you will learn to tim.talbott@ky.gov by March 4.

Help

Your contributions of ideas and lessons that work are welcome. Email mikkaka.overstreet@education.ky.gov to submit. Your submissions may be included in the Literacy Link to help connect teachers across the state by sharing ideas, insights and best practices.

Access this and past Literacy Links on KDE's website:
[Click Here](#)



If you have questions or concerns, we want to help. Contact:

- Rebecca Atkins-Stumbo – Literacy/Early Childhood Consultant – rebecca.atkins-stumbo@education.ky.gov
- Kelly Clark – Literacy Consultant – kelly.clark@education.ky.gov
- Robin Hebert – Literacy Coordinator – robin.hebert@education.ky.gov
- Kathy Mansfield – Library Media/Textbooks Consultant – kathy.mansfield@education.ky.gov
- MK Overstreet – Literacy Consultant – mikkaka.overstreet@education.ky.gov
- Teresa Rogers – Literacy Consultant – teresa.rogers@education.ky.gov
- Pamela Wininger – Literacy Consultant – pamela.wininger@education.ky.gov



Feedback from the Field



Your feedback helps us to tailor the Link to best meet the needs

of teachers. We want to hear from you! [Email MK Overstreet.](#)

According to a recent diagnostic

run by KDE webmasters, *The Kentucky Literacy Link* is the second most visited page in the literacy content area!

To us, this means we are a valuable resource that you are accessing and sharing with others and for

that, we thank you! Please keep reading, keep sharing, and keep letting us know how to make the *Literacy Link* a better publication!

—MK and the Literacy Team

Additional Reading and Other Resources

- [Unite for Literacy](#) seeks to create a world where all children have access to an abundance of books that celebrate their languages and cultures and cultivate a life-long love of reading. Its online library contains more than 120 diverse books with 26 language narrations, making them perfect for emergent readers everywhere.
- Paul Volponi, author of Bluegrass Award winning young adult novel *The Final Four*, offers two types of Skype conferences for classes around the country. The first is a traditional type of conference in which he tells about the background of his American Library Association award-winning novels, discusses the writing process, answers questions about his work, asks the students questions about themselves, and encourages students in their own writing. The second type of conference is a creative writing one in which he reads a single page of work by each student beforehand (be it a novel, short story, poem, play or song lyrics) and gives them positive feedback during the conference, as well as a realistic game plan on how to one day get their work published. This type of conference can be held with either creative writing classes or students with an interest in writing that teachers or librarians pull together. Both types of conferences can last anywhere between 45 and 60 minutes, depending on a school's schedule. Conferences are \$300 per session.
- [Teach your students the right way to Google | eSchool News](#) - As in decades past, proper research methods are an essential skill for today's students. At a time when most students — and most adults, for that matter — are accustomed to heading straight to Google to answer all of their questions, being able to sagely sift through the good, the bad, and the ugly of search results is key to creating independent 21st century thinkers.
- National Public Radio (NPR) aired a four part series on "All Things Considered" about Common Core expectations for reading. The series included 1) [Common Core Reading: 'The New Colossus'](#), 2) [Common Core Reading: The High Achievers](#), 3) [Common Core Reading: The Struggle Over Struggle](#), and 4) [Common Core Reading: Difficult, Dahl, Repeat](#).
- *The Atlantic*, in partnership with the College Board, is looking for exceptional high school student essays that insightfully analyze an important document from U.S. history. The winner will receive \$5,000. The deadline for submissions is Feb. 28. For more information, click [here](#).
- The North Carolina Department of Public Instruction has provided several resources that teachers might find useful. These interactive tools have the anchor standard on the left and will allow you to see the progression of the standard K-12, K-5, or 6-12 where appropriate. Click [here](#) for English/language arts and foundational reading and [here](#) for Literacy in history/social studies, science and technical subjects.



tations for reading. The series included 1) [Common Core Reading: 'The New Colossus'](#), 2) [Common Core Reading: The High Achievers](#), 3) [Common Core Reading: The Struggle Over Struggle](#), and 4) [Common Core Reading: Difficult, Dahl, Repeat](#).

The Atlantic, in partnership with the College Board, is looking for exceptional high school student essays that insightfully analyze an important document from U.S. history. The winner will receive \$5,000. The deadline for submissions is Feb. 28. For more information, click [here](#).

The North Carolina Department of Public Instruction has provided several resources that teachers might find useful. These interactive tools have the anchor standard on the left and will allow you to see the progression of the standard K-12, K-5, or 6-12 where appropriate. Click [here](#) for English/language arts and foundational reading and [here](#) for Literacy in history/social studies, science and technical subjects.